

**2015 - 2016**

**PROFESSIONAL DEVELOPMENT  
OPPORTUNITIES**

**Diagnostic Center – Northern California**





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The Diagnostic Center, Northern California offers professional development opportunities to educators and families. The Diagnostic Center presenters are highly skilled, experienced practitioners who offer up-to-date, research-based information and practical skills.

Trainings are available throughout the year and in the various formats:

- One day and half-day workshops hosted by SELPAs and County Offices of Education
- Comprehensive training and technical assistance projects: In-depth content training and multiple levels of follow-up support, including demonstration teaching, coaching, and on-site consultation. For more information click on "[Comprehensive Professional Development Projects](#)."
- Consultation services: One to two hour sessions at the Diagnostic Center or via video conferencing. For more information click on "[Consultation Services](#)."
- Video conferencing: Video conferencing is offered as an optional way for LEAs and SELPAs to access training and technical assistance. The hosting agency must have Polycom compatible equipment available.
- Web-based training: Selected trainings are designed to provide consultation services to professionals and training to parents by accessing the Internet. For more information click on "[Online Training Topics](#)."

A "Certificate of Completion" is available to participants. This may be used to document professional development hours or applied towards the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a California Speech-Language Pathology and Audiology Board approved continuing professional development provider. In addition, attendance at the Diagnostic Center presentations can be used to meet ASHA's certification and maintenance hours.

## **COST:**

There is no cost for our professional development service. While scheduled on a "first come, first served" basis, attempts are made to distribute these trainings equally among SELPAs, County Offices of Education (COE), and school districts within the Northern California Diagnostic Center's geographic area of service. SELPAs and COEs are responsible for duplication of handout materials, securing the training site, advertising the presentation, providing refreshments and similar costs. A minimum number of participants is required.

The “window” for requesting trainings for the 2015-2016 school year will be open from May 4 – May 11, 2015. Requests must begin from your SELPA Director or County Office of Education. School districts are encouraged to contact their local SELPA or COE to request trainings.

### **I. After reviewing the training brochure:**

**Please select the trainings your SELPA would like scheduled. We have a new system for scheduling this year; below are the steps. If you have any questions please contact us at [DCNTrainings@dcn-cde.ca.gov](mailto:DCNTrainings@dcn-cde.ca.gov).**

1. You will receive a “start of scheduling” email on May 4th. If you do not receive this e-mail, please contact [DCNTrainings@dcn-cde.ca.gov](mailto:DCNTrainings@dcn-cde.ca.gov). Trainings are available for scheduling Monday, May 4, through Monday, May 11, 2015. The “window” for requesting trainings closes at 4:30pm, on May 11th
2. Specify the desired date and start time of your training. We will specify the end time, which may include up to one hour for lunch, if appropriate
3. Select the desired course number
4. Select the name of your SELPA or COE from the drop-down menu. If you find you are not listed, please specify “OTHER” and we will contact you
5. Specify the contact name, email, and phone number for your agency’s contact person. Make sure this person is on-hand to respond to questions regarding your requested training during our scheduling process, and able to confirm details about this training later in the year. Use the same contact person, e-mail address, and phone number for every entry by your agency
6. (Optional) specify an alternate date and start time for each training desired. This is in case we are unable to give you your first choice of training
7. Click the “Submit” button at the bottom to finalize your request and send it to [DCNTrainings@dcn-cde.ca.gov](mailto:DCNTrainings@dcn-cde.ca.gov)
8. The screen will refresh, confirming your requests was sent. You can now click on “Submit another Response” to request additional trainings, if desired
9. Any modifications or updates to the contact person’s name, phone, and/or email for your SELPA district should be sent as a separate email to [DCNTrainings@dce-cde.ca.gov](mailto:DCNTrainings@dce-cde.ca.gov) throughout the year

## **II. After requesting a training(s) please do the following:**

1. Assign an administrator or designee to attend the workshop
2. Secure a training site to accommodate audience size
3. Contracts will be mailed in late May, early June, immediately following our scheduling process
4. These contracts are your confirmations for 2015-2016

## **III. Once your training dates are confirmed via contract please:**

1. Create and distribute a flyer at least one month before the training (see sample on website)
2. Provide for audio-visual needs
3. Duplicate handout packets for all participants prior to training date
4. Confirm that hosting agency has access to Polycom compatible equipment for any scheduled videoconferences
5. Remember, all trainings are re-confirmed three weeks prior to the set date!

## **IV. During the training:**

1. Greet and register participants
2. Introduce presenter

## **V. After the trainings are completed:**

1. Distribute and collect evaluation surveys
2. Distribute Certification of Completion at the end of workshop
3. Send DCN copies of sign-in sheets which list participant names and school district
4. Send DCN copies of evaluations surveys

Note: While it is not required, providing lunch on-site for full day workshops is greatly appreciated. It ensures a timely resumption of the training after the lunch break.

We strongly recommend that the sponsoring agency ensures that parents, general education staff and other agencies (such as Regional Center, Mental Health) are also invited.

**\*PLEASE FORWARD THIS SHEET TO SCHOOL DISTRICTS\***



## Assessment

- AS008: Goal Setting for Internalizing Behaviors: The Progression of Student Competencies
- AS009: Pattern of Strengths and Weaknesses (PSW) Model for SLD Identification
- AS010: Best Practices for School Based Assessments of Autism
- AS011: A Manifestation Determination has Been Triggered: Now What? Using Your Professional Expertise to Strengthen the Process, That's What!
- AS012: Alternative Assessment for Students with Complex Communication Needs

## Behavior

- BH005: Cognitive Behavioral Interventions in the Classroom
- BH006: How to Identify, Create and Implement Effective Individual Behavior Interventions for Severe Problem Behavior
- BH007: Creating Classwide Reinforcement Systems-How to create Behavior Support for all Students in any Class!

## Common Core

- CC008: Universal Design for Learning (USL) and the Common Core Standards

## Instruction

- IN003: Assistive Technology and Universal Design for Learning: Practical Strategies for Classroom Teachers

## Mental Health

- MH004: Assessment and Evidence-Based Interventions for Anxiety, Stress and Trauma

**AS001: African American Students: New Best Practice Guidelines for Alternative Assessment of Communication Skills**

**Presenter:** Virginia Sanchez-Salazar, M.A., CCC-SLP-L, Speech-Language Pathologist

**Intended Audience:** Speech-Language Pathologists

**Instructional time:** 4 hours

**Type:** In Person

The DCN has developed innovative Best Practice Assessment Guidelines for school speech-language pathologists using innovative alternative assessment procedures that are culturally fair and unbiased and meet the requirements of California law (Larry P. Decision) and the Education Code. Participants will be provided with a complete Best Practices Assessment Resources Binder including six modules: Reliability and Validity, Matrix, Interview, Observation, Alternative Assessment, and Reporting.

**Participants will:**

- Understand state and national policies/Larry P. Decision that influence language and communication assessments for African American students in California
- Use best practice guidelines for designing and conducting an unbiased language and communication assessment using innovative alternative procedures including:
  - Review of Records and History
  - Ethnographic Interviews and Observations
  - Formal/Informal/Alternative Testing (modification of Standardized Test Measures, criterion referenced measures, Dynamic Assessment)
  - Language Sample Analysis using SALT 2012 (including contrastive/non-contrastive feature analysis)
  - Determining Dialectical Differences (African American English)
  - Examining and Analyzing Data
  - Unbiased Reporting/ Cautionary Statements
- Collaborate with the school assessment team using the “DCN Matrix” to develop a student profile that reflects the student’s learning, language, and communication abilities and determine the best ways to meet his/her needs in the public school

***The binder must be in-hand and in-paper at the training.***

**AS004: Best Practice Preschool ASD Assessment: Effective Tools and Practical Strategies**

**Presenter:** Mirit Friedland, M.A., School Psychologist & Virginia Sanchez-Salazar, M.A., CCC-SLP-L, Speech-Language Pathologist, Credentialed Special Education Teacher

**Intended Audience:** School Psychologists, Speech-Language Pathologists, Teachers

**Instructional time:** 6 hours

**Type:** In Person

➤ Pre-training PowerPoint on DCN Website (must be reviewed prior to attending training)

Nearly 85,000 students in California have a diagnosis of Autism Spectrum Disorder (ASD) and the incidence (1 in 68) continues to rise! Early diagnosis (usually by age 3) and appropriate intervention using Evidence-Based Practices (EBPs) leads to significantly improved outcomes! During the in-person training, the DCN School Psychologist and the Speech-Language Pathologist/Special Education Teacher will share and discuss video examples, a *Preschool Assessment Tool Kit*, a *DSM-5 Report Summary Form*, and *Case Study examples* to assist with assessment and clear diagnostic reporting.

**Participants will:**

- Identify their professional roles in the collaborative assessment process
- Discuss the changes in *DSM-5* criteria for ASD diagnosis including co-occurring conditions
- Compare *DSM-5* diagnostic criteria with Federal and California Education Code criteria
- Describe Social Pragmatic Language Disorder and how it relates to ASD
- Analyze typical development patterns versus atypical/ASD characteristics
- Recognize ASD characteristics that impede academic progress in the classroom
- Use the RIOT (Review, Interview, Observe, Test) process to assess preschool students
- Choose appropriate formal and informal ASD assessment tools to assess developmental milestones, cognitive and learning profiles, adaptive behavior, social and communication abilities
- Observe how an ASD student's reactivity to sensory input or unusual interest in sensory aspects of the environment influences his/her learning and communication outcomes
- Analyze characteristics to determine differential diagnosis (ID, ADHD, SLI, Anxiety)
- Use the *DSM-5 Report Summary* to record observations and assessment results
- Discuss the effect of early interventions ASD characteristics as the student improves; consider methods of identifying subtle core ASD symptoms and response to intervention
- Write up assessment findings to best describe the student with ASD

**Participants are required to:**

- Review the online pre-training PowerPoint prior to attending the training
- Print out paper copies of the *Preschool Assessment Tool Kit*, a *DSM-5 Report Summary Form*, and *Case Study examples* for direct, in-hand use during the training
- Print the PowerPoint training hand out OR bring it to the training on a smart pad or laptop for hands-on use

## AS005: Best Practice Guidelines for the Assessment of African American Students' Cognitive Processes

**Presenter:** James Hiramoto, Ph.D., School Psychologist



**Flipped training: see appendix**

**Intended Audience:** School Psychologists, Special Education Administrators

**Instructional time:** 3 hours

**Type:** In Person

This workshop is intended to provide participants with the opportunity to learn more about the Diagnostic Center, Northern California's "*Best Practice Guidelines for the Assessment of African American Students: Cognitive Processes*." We will briefly recap the history of Larry P., legal and ethical issues and provide an overview of the DCN's MATRIX process, specifically the Informal Assessment component. This workshop will also demonstrate that informal assessment in DCN's MATRIX process is an information gathering method that can capture far more data than traditional standardized testing. Participants will have the opportunity for hands-on experience in learning how to use informal assessment strategies in break-out sessions.

### Workshop's Objectives are:

- Examine the elements of a comprehensive special education evaluation for African American students in light of Larry P. and understand why it is still with us today
- Introduce the MATRIX process, a system DCN has developed to meet the demands of a Comprehensive Assessments for determining eligibility for special education for African American Students
- Explain how DCN uses Informal Assessments as a vital tool to fill out a comprehensive assessment for determining eligibility
- Provide an opportunity to actively engage with peers utilizing informal assessment techniques, by exercising and sharing professional judgment on what cognitive skills can be observed in everyday activities, especially in play

### Attendee's Learning Outcomes:

- Develop a healthy sense of skepticism when relying on standardized tests and learn what districts need to consider when determining if a test is OK to use
- Learn how informal assessments can reveal information that standardized assessments cannot answer
- Understand how to use data on cognitive strengths and weaknesses to make a determination of eligibility
- Develop renewed confidence in your own expertise in the field

**AS007: Updated Tests of Cognitive Ability**

**Presenter:** James Hiramoto, Ph.D., School Psychologist

**Intended Audience:** School Psychologists and Special Education Administrators

**Instructional time:** 3 hours

**Type:** In Person

2014 & 2015 bring new updates to two widely used tests of intelligence/cognitive ability, the Wechsler Intelligence Scales for Children – Fifth Edition (WISC-V) and the Woodcock Johnson – Fourth Edition (WJ-4). We will examine their usefulness as part of a comprehensive assessment.

- Theoretical constructs of tests of intelligence/cognitive ability-past and present
- What are the major and minor differences between these two tests
- Compare and contrast the familiar with the new
- Gain insight regarding:
  - Theory of intelligence/cognitive ability being assessed – CHC Theory
  - Addition of new subtests
  - Old subtests and any modifications and why
  - Interpretations of scores
- Breaking down the tests to address specific processing areas
  - Cross Battery Assessment
- Utility and Limitations
  - Other theories of cognitive ability - PASS
  - Beyond Cognitive Ability Testing
    - What can impact test scores that have nothing to do with cognitive ability

**Participants will:**

- Understand how to look at new tests from a research based construct of intelligence cognitive ability – CHC Theory
- Understand the limits of CHC Theory
- Understand how many environmental, physical, and emotional factors can impact performance on standardized tests
- Understand the importance of RIOT not TRIO
- Be briefly introduced to the Alternative Assessment process used by the DCN

**AS008: Goal Setting for INTERNALIZING Behaviors: The Progression of Student Competencies**

**Presenter:** Scott Schwartz, Ph.D., School Psychologist or  
Natalie Jocic-Limm, M.S., School Psychologist

**Intended Audience:**

- School-based mental health professionals (e.g., school psychologists, MFTs, LCSW's)
- Administrators
- Teachers – Special education, including RSP and SDC teachers
- Teachers – General Education

**Instructional time:** 5 hours

**Type:** In Person

This training provides best practice guidelines to professionals serving students with mental health needs in:

- Determining the need for IEP goals for students exhibiting internalizing behaviors for anxiety and depression
- Establishing accurate baseline data
- Writing “SMART” IEP goals that are observable and measurable for students they currently serve
- Utilizing practical data collection strategies across educational settings; and
- Evaluating progress towards mastery

**Participants will:**

- Be presented a framework to conceptualize behavior sets into categories that can be addressed by goals
- Be coached through two case studies that evaluate the need for internalizing behavior goals
- Emphasize baseline functioning to determine goals that pair realistic coping skills with effective interventions
- Learn to emphasize the development of coping skills to progress towards student competencies

***Participants should bring a copy of an IEP for one of their students with mental health goals. A large portion of this training will include practice and live coaching to build appropriate goals for internalizing behaviors.***

**AS009: Pattern of Strengths and Weaknesses (PSW) Model for SLD Identification**

**Presenter:** Sarah H. Gallagher, Ed.M., NCSP or  
James Hiramoto, Ph.D., School Psychologist

**Intended Audience:** School Psychologists

**Instructional time:** 3 hours

**Type:** In Person




A Pattern of Strengths and Weaknesses (PSW) Model for SLD identification is a way of organizing and integrating data from both the intervention and assessment processes in order to make informed decisions regarding student eligibility and intervention. This training will provide an overview of and specific steps for using a PSW model to make a clear case for SLD by identifying patterns in neuropsychology processing deficits.

**Participants will:**

- Learn history of PSW model
- Understand how the PSW model fits in with current Special Education Law
- Discuss connections between cognitive processes and specific areas of academic performance
- Understand the purpose of evaluation planning, assessment tool selection and data synthesis in a PSW model
- Discuss case studies that use the PSW model to determine eligibility



**AS010: Best Practices for School Based Assessments of Autism****Presenter:** Mirit Friedland, M.A., School Psychologist**Intended Audience:** School Psychologists, Speech Pathologists**Instructional time:** 3 hours**Type:** In Person Review PowerPoint prior to training on DCN website

An increasing number of students are being evaluated for and identified with autism or Autism Spectrum Disorder (ASD). Concerns relating to social interaction, communication skills, regulation, and attention often precipitate a referral for evaluation and eligibility determination of autism. School psychologists and speech pathologists are at the forefront of identifying autism and differentiating between autism and other disabilities. The current training will provide participants opportunities to review best practice assessment guidelines for autism assessments through a required PowerPoint presentation before attending the training. The in-person training will include a tool kit, and case studies from a variety of grade levels to assist with assessment and clear diagnostic reporting.

**Participants will learn and practice to:**

- Identify relationships between DSM-5 and Education Code criteria for autism
- Use the RIOT (Review, Interview, Observe, Test) process
- Collect and integrate observations across environments
- Gather and identify developmental and behavioral histories
- Differentiate between other disabilities commonly confused with autism
- Account for comorbid disabilities
- Practice reporting data using a DSM-5 report summary form
- Review sample write-ups of assessment findings

**Participants are required to:**

- View the online Introductory PowerPoint prior to attending the training
- The in-person training handout materials must be in-hand (paper) for direct use during the training

***This is not an intervention training but a training for assessors who have experience and want to increase their skills with autism evaluations.***

**AS011: A Manifestation Determination has Been Triggered: Now What? Using Your Professional Expertise to Strengthen the Process, That's What!****Presenter:** Scott Schwartz, Ph.D., School Psychologist**Intended Audience:** School Psychologists**Instructional time:** 4 hours**Type:** In Person

School psychologists play a key role in Manifestation Determination Review IEPs. As experts in the assessment of relevant information, they are in a unique position to prepare the IEP team to make informed decisions about the relationship between a student's disability and misconduct while considering the applicable standards. School psychologist's expertise in group dynamics lends itself well to facilitating such high stakes decision making. This training offers an opportunity to learn how to prepare for, carry out, and follow up on Manifestation Determinations Review IEPs.

**Participants will:**

- Prepare the IEP team for their roles and responsibilities
- Organize and gather relevant information
- Write learn a strategy to write a manifestation determination report
- Facilitate and present at the IEP team meeting
- Follow up on the student



**AS012: Alternative Assessment for Students with Complex Communication Needs**

**Presenter:** Betsy Caporale, M.S., CCC-SLP, Speech-Language Pathologist, AAC-AT Specialist

**Intended Audience:** Speech Pathologists, School Psychologists, Special Education Teachers, Administrators

**Instructional time:** 3 hours

**Type:** In Person



Students with Complex Communication Needs (CCN) present a challenge for school teams to assess using standard measures. Traditional assessment (e.g., standardized tests) is often not valid for this population. This presentation will provide participants with a variety of alternative assessment tools and strategies for evaluating the abilities of students with CCN.

**Participants will:**

- Become familiar with the principles of Authentic Assessment
- Learn how to assess students with CCN using a variety of alternative methods including observation forms, games, storybooks, as well as adapted educational software and apps.
- Learn how to use an Alternative Assessment Matrix as a collaborative tool to analyze information gathered from the assessment

***This workshop is most beneficial when all members of the multidisciplinary school assessment team attend together.***

**AU003: Using Social Narratives for Students with ASD (Preschool through 8<sup>th</sup> grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** Members of IEP teams who support students with an Autism Spectrum Disorder

**Instructional Time:** 3 hours

**Type:** In Person

This workshop presents an overview of “Social Narratives” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

**Participants will:**

- Review the research associated with effective use of social narratives for students with ASD
  - Learn how to use social narratives in classroom settings
  - Learn how social narratives can be used to address behavioral difficulties, teach social skills, and promote communication
- 

**AU004: Using Visual Supports for Students/Schedules with ASD (Preschool through 8<sup>th</sup> grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** Members of IEP teams who support students with an Autism Spectrum Disorder in preschool through 8<sup>th</sup> grade

**Instructional Time:** 3 hours

**Type:** In Person

This workshop presents an overview of “Visual Supports” – one of the 27 Evidence Based Practices developed by the National Professional Development Center on Autism (NPDC.)

**Participants will:**

- Review the research associated with effective use of visual supports for students with ASD
- Learn how to use visual supports in classroom settings
- Review different types of visual supports that can be used across contexts
- Understand how using visual supports can increase independence and social interaction skills

**AU006: Including Students with Autism Spectrum Disorder (ASD) in General Education Classrooms (Preschool – 5<sup>th</sup> Grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** Members of IEP teams who support students with an Autism Spectrum Disorder in general education settings in preschool through 5<sup>th</sup> grade

**Instructional Time:** 3.5 hours

**Type:** In Person

This training presents strategies to help educators provide the unique supports necessary for students with Autism Spectrum Disorder (ASD) to be successful in general education environments.

**Participants will:**

- Become familiar with the National Standards Report on ASD and current Evidence Based Practices (EBPs) to help students with ASD participate successfully in general education programs
- Review the characteristics of ASD and how this diagnosis influences the student's learning style and needs
- Understand the role of the paraeducator in inclusive settings
- Review individual adaptations in programming necessary for successful inclusion.
- Learn tools for successful team collaboration



**BH002: Promoting Positive Classroom Behavior (Grades preschool through 5<sup>th</sup> grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** General education teachers, special education teachers and paraeducators in grades preschool through 5<sup>th</sup> grade

**Instructional Time:** 3 hours

**Type:** In Person

This workshop presents Tier 1 interventions and supports to create a positive classroom learning environment. It is designed to address the kinds of behaviors typically present in classrooms that interfere with instruction. Some Tier 2 supports will be addressed.

**Participants will learn strategies to:**

- Increase positive behavior
- Decrease or prevent disruptive behavior
- Structure classrooms for success

**This training will NOT cover:**

- Tier 3 supports
- How to write a Behavior Intervention Plan
- Students with severe behaviors or students with moderate to severe intellectual disabilities

**BH003: The Hot Zone: Behavioral Strategies for Students with ADHD**

**Presenter:** Shari Gent, M.S., Education Specialist

**Intended Audience:** Educators, Specialists, and Paraprofessionals K-8

**Instructional time:** 3.5 hours

**Type:** In Person

Students with attention deficit/ hyperactivity disorder (ADHD) often do not respond to typical behavioral management techniques. This training will explore alternative behavioral strategies most likely to lead to success for students with this neurologically – based disorder. The final half hour will be devoted to collaboration activities to put strategies in place.

**Participants will:**

- Understand how ADHD influences behavior
- Take away evidence-based strategies for use at all three tiers of instruction
- Acquire resources to bolster behavioral and social-emotional support for students with ADHD
- Collaborate to produce an implementation plan

***Bring an anonymous case to discuss.***

**BH005: Cognitive Behavioral Interventions in the Classroom****Presenter:** Shari Gent, M.S. Education Specialist**Intended Audience:** Educators and Specialists**Instructional time:** 3 hours**Type:** In Person

The US Office of Special Education Programs (OSEP) has found Cognitive Behavioral Interventions (CBI's) to be effective at multiple tiers of support. CBI's have been shown to improve self-regulation of emotions and behavior and prevent special education students from dropping out of school. CBI is based on the principle that behavior is mediated by cognitive processes. Students learn to examine their thoughts and feelings, recognize when negativity arises, and use strategies to change their emotions and behavior.

**Participants will:**

- Be able to help students identify patterns of negative thinking
- Learn ways to work with mental health professionals to assist students in changing emotional patterns that limit access to educational growth
- Learn and practice "mindfulness" techniques in the classroom that assist students in developing self-awareness and managing stress
- Become familiar with resources for CBI

**BH006: How to Identify, Create and Implement Effective Individual Behavior Interventions for Severe Problem Behavior****Presenter:** Tara Zombres, M.Ed., Education Specialist**Intended Audience:** Special Education including RSP and SDC teachers, Administrators, Behavior Specialist, School Psychologists**Instructional time:** 5 hours**Type:** In Person

This training will discuss how to identify, understand and intervene with individual student problem behavior. Through examples and case studies the steps of creating effective behavior interventions will be outlined and discussed. Participants are asked to come to the training with specific cases in mind to share with the group. Evidence-based behavior intervention strategies will be covered that address moderate to severe problem behaviors within the classroom setting.

**Participants will:**

- Increase understanding of functions of behavior
- Be provided with specific explanations of how to implement behavior strategies
- Create an action plan for how to begin intervening with difficult student behavior

**BH007: Creating Classwide Reinforcement Systems-How to Create Behavior Support for all Students in Any Class!****Presenter:** Tara Zombres, M.Ed., Education Specialist**Intended Audience:** Special Education including RSP and SDC teachers, Administrators, Behavior Specialist, School Psychologists, General Education teachers**Instructional time:** 5 hours**Type:** In Person

Designing and implementing an effective classroom reinforcement system is the starting point for effectively intervening with problem behavior in any classroom. This training will outline and explain how a class wide reinforcement system will decrease problem behavior dramatically. The systems described and explained in this training will address class-wide systems that are appropriate for students at all ages and across all levels of functioning.

This training will include training and a workshop component to allow for discussion and time to plan a reinforcement system.

**Participants will:**

- Learn the crucial elements in creating an effective classroom reinforcement system
- Be able to identify different types of reinforcement systems and how they work
- Create a plan for a reinforcement system for their classroom

**CC002: Common Core State Standards and English Language Learners: The Role of the SLP**

**Presenter:** Liz Arenas, M.S., CCC-SLP-L, Speech–Language Pathologist

**Intended Audience:** Speech-Language Pathologists

**Instructional Time:** 5 hours

**Type:** In Person

This training will help speech-language pathologists understand the basics of the Common Core State Standards (CCSS). It will further explore how the CCSS relates to English Language Learners with speech-language impairments.

**This three-hour training will provide an overview of:**

- Second-language acquisition
  - CCSS English Language Development Standards
  - Evidenced Based Strategies that are aligned with CCSS
- 

**CC003: Common Core State Standards: Access for Students with Complex Communication Needs**

**Presenter:** Betsy Caporale, M.S., CCC-SLP-L, Speech–Language Pathologist  
AAC/AT Specialist

**Intended Audience:** Special Education Teachers, Paraprofessionals, SLP's

**Instructional Time:** 3 hour

**Type:** In Person

This training will provide attendees with a variety of tools and strategies to assist students with complex communication needs in accessing curriculum. Including:

- Adapted computer hardware
- iPad/Tablets apps
- Practical low-tech tools and strategies
- Adapted curriculums
- Developing an Implementation Plan

**CC005: Common Core Transition Portfolio**

**Presenter:** Linda Sanguinetti, M.A., Education Specialist

**Intended Audience:** Secondary Educators, Program Specialists, Administrators

**Instructional time:** 3 hours

**Type:** In Person

Planning lessons for secondary students is very complex. There are so many aspects to consider: Common Core State Standards (CCSS), Evidence-Based Practices (EBP), predictors in Transition, and Industry Standards. This training will do it all using the Student Transition Portfolio to not only showcase student accomplishments, strengths, preferences, and interests but also act as a functional tool in student involvement in the IEP process and beyond. Participants will leave with examples of activities and resources that can be used to build student portfolios that are “at your fingertips”, free, and evidence-based.

**Participants will:**

- Review Evidence-Based Practices and predictors in Transition
- Examine the triangulation of Transition goals with Common Core State Standards (CCSS) and industrial standards
- Understand Measurable Post-Secondary Goals
- Explore Transition lesson plans that tie to CCSS
- Receive and review easy to access resources for Evidence Based Practices in Transition and Student Portfolio

***Bring smart phone, tablet, or lap-top for on-line exploration and review.***

**CC008: Universal Design for Learning (UDL) and the Common Core State Standards****Presenter:** Linda Sanguinetti, M.A., Education Specialist**Intended Audience:** Resource Specialists, General Education Teachers, M/M SDC Teachers, Inclusion Specialists, Administrators**Instructional time:** 3 hours**Type:** In Person

With the transition to the Common Core State Standards (CCSS) on the horizon, teachers are faced with meeting the needs of a diverse population of students in the classroom. This training will provide teachers with strategies and interventions to ensure that the Common Core State Standards are accessible to all students using the principles of UDL.

**Participants will:**

- Learn how to apply the principles of Universal Design for Learning (UDL) to classroom instruction
- Explore ways to develop strategies and interventions to make the Common Core State Standards (CCSS) accessible to all students



**IN001: Planning Effective Literacy Instruction for Struggling Readers**

**Presenter:** Laura Denton, Ed.D., Education Specialist

**Intended Audience:** Teachers- Special Education: including RSP and SDC teachers

**Instructional time:** 3 hours

**Type:** In Person

How do we plan effective programs for our students who continue to struggle despite intervention? When a student makes very slow progress in programs that others have succeeded with, IEP Teams often don't know where to turn. How do we choose a curriculum that will match the student's unique needs? Learn how to use assessment data to develop a student profile that will guide your decisions as you design that student's educational program.

**Participants will:**

- Review the process of learning to read for the typically developing student
- Investigate assessment options – formal and informal assessment tools
- Learn how to develop and interpret the student profile reading proficiencies and weaknesses
- Learn how to use the profile to make instructional decisions
- Learn instructional strategies that align with areas of the student profile to address their areas of need

**IN002: The Cool Zone: Organizational Strategies for Students with ADHD**

**Presenter:** Shari Gent, M.S. Education Specialist

**Intended Audience:** Special education teachers, general education teachers, paraeducators K-8

**Instructional time:** 3.5 hours

**Type:** In Person

Organization and timely task completion is often the biggest impediment to academic success for students with ADHD. These skills are closely linked with executive function difficulties. Incorporating the principles Universal Design (UDL) into instruction can support organizational difficulties while teaching to the Common Core State Standards. The final half hour will be devoted to collaboration activities for putting strategies to use.

**Participants will:**

- Acquire knowledge about the major executive functions
- Understand how organizational skills influence school success
- Learn a technique for assessing executive function skills
- Explore Universal Design principles relating to executive function
- Take away specific classroom strategies and resources to support students with organizational challenges
- Formulate an action plan for implementation

***Bring an anonymous case to discuss.***

**IN003: Assistive Technology and Universal Design for Learning: Practical Strategies for Classroom Teachers Presenter:**

Betsy Caporale, M.S., CCC-SLP, Speech-Language Pathologist, AAC-AT Specialist and Linda Sanguinetti, M.A., Education Specialist



**Intended Audience:** General Education and Special Education Teachers, Speech-Language Pathologists, Para-educators, Administrators

**Instructional time:** 3 hours

**Type:** In Person

The principles of Universal Design for Learning (UDL) call for improved access to the Common Core State Standards (CCSS) for students with disabilities. Because of the heterogeneous characteristics and needs of this population, accommodations and modifications must be highly individualized. During this presentation, practical Assistive Technology (AT) interventions will be described, including no-tech, low-tech and high-tech tools and strategies.

**Participants will:**

- Become familiar with the principles UDL and implications for accessing the CCSS
- Distinguish between accommodations and modifications
- Learn how to determine appropriate AT solutions for students with special needs
- Use a Feature Match Matrix to develop an AT “tool kit”

## **MH001: Supporting Mental Health Needs in the Classroom: How Teachers Can Recognize, Support, and Provide Effective Instruction for Students with Mental Health Needs**

**Presenters:** Tara Zombres, M.Ed., Education Specialist and Natalie Jovic-Limm, M.S., School Psychologist

### **Intended Audience:**

- Administrators
- Teachers – Special Education; including RSP and SDC teachers
- Teachers – General Education

**Instructional time:** 5 hours

**Type:** In-Person

Class-enriched emotional and behavioral supports are primary components of successful social, emotional and academic skill-building. Embedding supports for students with mental health needs in their classrooms has become increasingly important to educational access. This training provides strategies to create classroom environments that support the overall mental health of students. This training also incorporates ideas to effectively support students with specific mental health needs in their educational environments.

### **Participants will:**

- Learn about how mental health issues present in the learning environment
- Explore how to integrate mental health supports and practices into classroom instruction
- Discuss how to intervene with behavior that is driven by mental health needs
- Work with colleagues to determine next steps for implementing strategies into the classroom

## **MH003: Differential Diagnosis of Common Disorders Seen in Schools**

**Presenter:** Mirit Friedland, M.A., School Psychologist

**Intended Audience:** School Psychologists; Administrators

**Instructional Time:** 3 hours

**Type:** In Person

Overlapping traits are often present across multiple disabilities, and there is often confusion on how to differentiate between different mental health disorders. Clear understanding of these disabilities is necessary in order to guide instructional considerations and intervention options for treatment. Much of this responsibility falls on school psychologists when conducting educationally related mental health assessments. This training will expand school psychologists' ability to differentiate between different classes of disorders.

### **Participants will:**

- Increase their awareness of the similarities and differences in the behaviors and other apparent symptoms observed in students with different disorders
- Become familiar with best practices for distinguishing depression and anxiety disorders from attention-deficit/hyperactivity disorder and autism spectrum disorder
- Engage in case study examples that apply assessment skills and analysis of assessment results
- Participate in a structured discussion within your school district / SELPA regarding how these disorders are identified under special education eligibility



## **MH004: Assessment and Evidence-Based Interventions for Anxiety, Stress and Trauma**

**Presenter:** Natalie Jovic-Limm, M.S., School Psychologist



### **Intended Audience:**

- School-based mental health professionals (e.g., school psychologists, MFTs, LCSW's)
- Administrators
- Teachers – Special Education, including RSP and SDC teachers
- Teachers – General Education

**Instructional time:** 4 hours

**Type:** In-Person / Video

The Center for Disease (CDC) indicates at least 13% of youth experience a mental health disorder in any given year but only 20% of these youth receive treatment, the majority of which are related to anxiety, stress, and trauma. This training provides professionals serving these students with best practice guidelines for educationally-related assessments and school-based treatment.

### **Participants will:**

- Receive an overview of the basis of anxiety, stress, and trauma and how they present;
- Analyze and be coached through two case studies to determine if there are educationally interfering levels of anxiety and/or stress/trauma
- Be introduced to multiple evidence-based programs and lessons
- Be introduced to research-based and emerging evidence-based supplemental supports to calm the deregulated brain

**PR002: For Paraeducators: Teaching Students with Autism Spectrum Disorder (ASD) – (Grades preschool through 8<sup>th</sup> grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** Paraeducators who support students with Autism Spectrum Disorders in grades preschool through 8<sup>th</sup> grade

**Instructional Time:** 3 hours

**Type:** In Person

This workshop presents an overview of current Evidence Based Practices (EBPs) to help students with ASD participate in school and reach their potential.

**Participants will:**

- Have a deeper understanding of ASD and how this diagnosis influences the student's learning style and needs
- Become familiar with the National Standards Project Report on ASD and Evidence Based Practices (EBPs) for students with ASD
- Learn strategies to prevent and/or reduce interfering behaviors
- Leave with tools to increase students' independence and school success

## **PR003: For Paraeducators: Teaching Students with Moderate to Severe Intellectual Disabilities (Preschool through 8<sup>th</sup> grade)**

**Presenter:** Rebecca Steinberger, M.A., Education Specialist

**Intended Audience:** Paraeducators who support students with moderate to severe intellectual disabilities in grades preschool through 8<sup>th</sup> grade

**Instructional Time:** 3 hours

**Type:** In person

- Review how the diagnosis of moderate to severe intellectual disability influences the student's learning style and needs
- Describe teaching strategies and tools to address behavior, communication and social interaction
- Show video clips to illustrate intervention strategies

### **Participants will:**

- Gain a deeper understanding of the needs of students with moderate to severe intellectual disabilities
- Learn strategies to prevent and/or reduce problem behavior
- Understand the importance of providing meaningful, age-appropriate activities and tasks
- Learn ways to help students become as independent as possible
- Learn strategies to help students with moderate to severe intellectual disabilities reach their full potential



**ASSESSMENT**

- AS001: African American Students: New Best Practice Guidelines for Alternative Assessment of Communication Skills
- AS004: Best Practice Preschool ASD Assessment: Effective Tools and Practical Strategies for School-Based Team
- AS005: Best Practice Guidelines for the Assessment of African American Students' Cognitive Processes
- AS007: Updated Tests of Cognitive Ability
- \*AS008: Goal Setting for INTERNALIZING Behaviors: The Progression of Student Competencies
- \*AS009: Pattern of Strengths and Weaknesses (PSW) Model for SLD Identification
- \*AS010: Best Practices for School Based Assessments of Autism
- \*AS011: A Manifestation Determination has Been Triggered: Now What? Using Your Professional Expertise to Strengthen the Process, That's What!
- \*AS012: Alternative Assessment for Students with Complex Communication Needs

**AUTISM**

- AU003: Using Social Narratives for Students with ASD (Preschool through 8<sup>th</sup> grade)
- AU004: Using Visual Supports for Students/Schedules with ASD (Preschool through 8<sup>th</sup> grade)
- AU006: Including Students with Autism Spectrum Disorder (ASD) in General Education Classrooms (Preschool – 5<sup>th</sup> grade)

**BEHAVIOR**

- BH002: Promoting Positive Classroom Behavior (Grades preschool through 5<sup>th</sup> grade)
- BH003: The Hot Zone: Behavioral Strategies for Students with ADHD
- \*BH005: Cognitive Behavioral Interventions in the Classroom
- \*BH006: How to Identify, Create and Implement Effective Individual Behavior Interventions for Severe Problem Behavior
- \*BH007: Creating Classwide Reinforcement Systems—How to Create Behavior Support for all Students in Any Class!

**COMMON CORE**

- CC002: Common Core State Standards and English Language Learners: The Role of the SLP

- CC003: Common Core State Standards: Access for Students with Complex Communication Needs
- CC005: Common Core Transition Portfolio
- \*CC008: Universal Design for Learning (UDL) and the Common Core State Standards

## INSTRUCTION

- IN001: Planning Effective Literacy Instruction for Struggling Readers
- IN002: The Cool Zone: Organizational Strategies for Students with ADHD
- \*IN003: Assistive Technology and Universal Design for Learning: Practical Strategies for Classroom Teachers

## MENTAL HEALTH

- MH001: Supporting Mental Health Needs in the Classroom: How Teachers Can Recognize, Support, and Provide Effective Instruction for Students with Mental Health Needs
- MH003: Differential Diagnosis of Common Disorders Seen in Schools
- \*MH004: Assessment and Evidence-Based Interventions for Anxiety, Stress and Trauma

## PARAEDUCATORS

- PR002: For Paraeducators: Teaching Students with Autism Spectrum Disorder (ASD) – (Grades preschool through 8<sup>th</sup> grade)
- PR003: For Paraeducators: Teaching Students with Moderate to Severe Intellectual Disabilities (Preschool through 8<sup>th</sup> grade)

\*Indicate new training

### Consultation Services

School District or SELPA teams are invited to consult with Diagnostic Center Specialists. Individual student consultation is especially helpful when a diagnosis is in question, when the IEP team would like assistance with "next steps" in planning individual student programs, or when there is a need to understand the educational implications of certain medical and/or mental health conditions. Program development consultation services are also available. These services are available at the Diagnostic Center or via videoconferencing.

### Videoconferencing

To meet the demand for services, we offer videoconferencing as an optional way for LEAs and SELPAs to access training and technical assistance. Many school districts, County Offices of Education and Community Colleges have videoconferencing equipment available. The hosting agency must have Polycom compatible equipment available. Typical videoconferences are no more than 3 hours in length. The LEA is responsible for assigning a local technology person to coordinate with the Diagnostic Center staff. Possible uses for videoconferencing include:

- Case conferencing between Diagnostic Center staff and LEA to assist with individual student cases.
- Follow-up services for students who have been previously assessed by the Diagnostic Center.
- Mini-trainings on curriculum topics specific to LEA needs

Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects are designed to provide in-depth content training and multiple levels of follow-up support including hands-on coaching and technical assistance with on-site collaboration. These projects include multiple service days that may be interspersed over a period of weeks, months or a year. Short term “mini projects” are also available. Plans to ensure sustainability are also developed.

## Current project topics include:

- **Autism Spectrum Disorders:** Development of best practice school programs that implement evidence-based practices for students with ASD
- **Intellectual Disabilities:** Development of best practice school programs for students with Intellectual and Developmental Disabilities
- **Alternative and Augmentative Communication:** AAC Certification course for Speech-Language Pathologists
- **Dual Language Learners:** Course to increase the capacity of a school district's monolingual Speech-Language Pathologists who serve dual language learners so they can provide best practice assessments and interventions when working with DLL students on their caseload
- **The MATRIX:** Increasing the capacity of a school district's school psychologists to implement best practices when assessing African American students in California schools
- **AD/HD:** Helping classroom teams learn about and implement evidence-based practices

Diagnostic Center staff will work with the LEA/SELPA to identify the project components, which often include:

- In-depth content training (full, half-day, or 1-1½ hour sessions) followed by multiple levels of consultation
- Planning sessions with teachers and administrative support teams
- On-site consultation and technical assistance sessions with teachers and administrative support teams

The following general requirements apply to each of the Comprehensive Professional Development topics:

- Evidence of administrative support for the project must be provided
- Participants must be part of district, SELPA or County Office of Education team
- All participants must commit to fully participate in the training project and agree to "homework" and attempting recommendations/strategies between sessions

Due to our staff time commitment for these projects, they will be available on a limited basis. In many cases we begin the planning process with the local district or school site in the spring prior to the implementation year.

Request for Comprehensive Professional Development Project should be made to the Diagnostic Center Assistant Director, Ann England at 510-794-2500.

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## Diagnostic Center – Northern California Service Area



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## Flipped Training with Short Term Project

In an effort to utilize technology and provide time for more collaborative learning, the DCN is offering the following trainings in a “flipped class” format.

- **AS005: Best Practices Guidelines for the Assessment of African American Students’ Cognitive Processes**
- **A “flipped class”** is where direct instruction is provided on-line and viewed prior to meeting as a group, so that participant has the opportunity to try out what they have learned prior to meeting as a group, so time spent in group can be more hands on and questions can be based on direct practice more meaningful.
  - The on-line direct instruction for this training/project will be broken down into 4 to 5 content rich videos that typically run between 4-7 minutes and supporting documents. The expectation for the training is that all participants will have viewed all of the videos and documents prior to the group training meeting date.
    - The benefit of this “flipped” learning format are:
      - Videos are short, but content rich so that participants’ time is respected
      - Handouts are tied to the videos and useful as reference materials
      - Participants can view the videos or handouts at their convenience
      - Participants can pause, rewind, or replay content however many times they like
      - Questions raised by the videos and handouts can be directed to the trainer prior to the group meeting
        - Due to variations in experience level allowing this question and feedback process allows interns, young professionals or professionals of another background to ask questions of the trainer in private without fear of asking a question that they feel their more experienced peers may already know the answer to

**A 3 hour (half day), in person, group training will take place 4-6 weeks after the videos and handouts have been made available to all participants. As with all DCN trainings a minimum number of 20 participants are required.**

- During this group training participant will discuss:
  - Any clarification of on-line presented material
  - Any updates to on-line presented material
  - Sharing with each other implementation issues and concerns
  - Sharing strategies with each other on how they have incorporated what they have learned
  - Leave knowing that they can turn to each other as a resources

**In addition to the 3 hour, group training, 3 participants who are highly motivated/interested (who are preselected by the SELPA director, district special education director or designee), will participate in a Short Term Project tied to this training.**

- Project permission will be required for DCN trainer to be able to consult and or participate on 3 active district assessments (please contact DCN administration for details)
  - The benefit of this mini project learning format are:
    - To provide opportunity for more in depth learning working through real world examples
    - To build capacity within the SELPA/District as part of the DCN's commitment to be a trainer of trainers
- This mini project completion time is estimated to be within 60 days from the group training. After which the 3 participants will meet with the trainer to develop a sustainability plan to meet the needs of their SELPA/District





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